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ABSTRACT

This report summarizes the results of the 1984 and 1985 administrations of the following tests in Hawaii: (1) the grade 8 Stanford Achievement Test (SAT), Advanced Level, 6th edition, of the Vocabulary, Reading Comprehension, Spelling, and Language Subtests; and (2) the grade 10 Stanford Test of Academic Skills (TASK), Level 1, 6th edition of the Reading and English subtests. The test results are used to assess students' performance. The test results show that students in Hawaii do slightly better each year, but their performance is below the national norm. The report identifies specific areas of strengths and weaknesses, discusses implications of the test results, and suggests recommendations for improving instructional programs. The report also provides a model for the analysis of test results as part of a district and/or school's curriculum assessment and improvement process. Appendices contain: (1) grade 8 test item matches for the vocabulary, reading comprehension, spelling, and language subtests; (2) grade 10 test item matches for the reading and English subtests; and (3) performance expectations not addressed for grades 8 and 10. (JAZ)

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LANGUAGE ARTS PROGRAM ANALYSIS OF GRADE 8, STANFORD ACHIEVEMENT TEST (SAT), ADVANCED LEVEL AND GRADE 10 STANFORD TEST OF ACADEMIC SKILLS (TASK), LEVEL 1

Fall 1984 and 1985 Administrations

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TM 870 208

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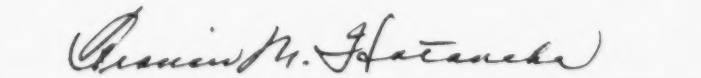
FOREWORD

As part of the Department's thrust toward competency based education, the analysis of test results is being conducted and reported. Performance data from tests and other sources are critical in the educational process and should be used to assist students, improve instruction, and upgrade programs. The efforts of teachers, principals, and specialists are positively impacting on the achievement of students as indicated by the test results.

Although recent test results indicate overall improvement statewide, it is hoped that each level within the Department will continue to conduct review and analysis of formal data to determine student needs and related intervention activities. The momentum for positive change has begun and should be maintained, if not accelerated, as we work together to provide a solid foundation for all subsequent learning.



Francis M. Hatanaka, Superintendent

TABLE OF CONTENTS

	Page
Foreword	i
Table of Contents	iii
I. Overview	
A. Purpose	3
B. Background of the Test Administration	3
C. Approach for Program Analysis	3
D. General Summary of Performance	4
II. Grade 8 Administration	
A. Overall Analysis	7
B. Subtest Analysis	10
III. Grade 10 Administration	
A. Overall Analysis	21
B. Subtest Analysis	24
Appendices	
A. Grade 8 Test Item Matches for Vocabulary Subtest	33
B. Grade 8 Test Item Matches for Reading Comprehension Subtest	35
C. Grade 8 Test Item Matches for Spelling Subtest	37
D. Grade 8 Test Item Matches for Language Subtest	39
E. Grade 8 Performance Expectations Not Addressed	42
F. Grade 10 Test Item Matches for Reading Subtest	43
G. Grade 10 Test Item Matches for English Subtest	45
H. Grade 10 Performance Expectations Not Addressed	47

I. OVERVIEW

I. OVERVIEW

A. Purpose

The purposes of this report are:

1. To summarize the results of the 1984 and 1985 administrations of the following:

   a. Grade 8 Stanford Achievement Test (SAT), Advanced Level, 6th edition, of the Vocabulary, Reading Comprehension, Spelling and Language subtests.

   b. Grade 10 Stanford Test of Academic Skills (TASK), Level I, 6th edition of the Reading and English subtests.

2. To identify areas of strengths and weaknesses, implications and recommendations for improving instruction.

3. To provide a model for analysis as part of a district and/or school's curriculum assessment and improvement process.

B. Background of the Test Administration

The Stanford Achievement Test (SAT), 6th edition, for grades 2, 4, 6 and 8 and the Stanford Test of Academic Skills (TASK) for grade 10 have been administered to students since the mid-1970s. The 7th edition was used in the spring of 1985 for grades 2 and 3 and the 6th edition was used in the fall for grades 6, 8 and 10. Test results are used by the state, district and school levels to assess and analyze student performance in reading, spelling, language and mathematics, and to make recommendations for program improvement. The SAT was administered to 10,498 grade 8 students and 11,006 grade 10 students in the fall of 1985.

C. Approach for Program Analysis

The following framework guided the analysis process. With minor modifications or changes in focus, the framework may be used by schools or teachers in the assessment of test results for use in instructional planning and delivery.

1. How well does the test measure the program efforts? (Curriculum Validity)

   a. How well does the subtest content (items) reflect the major program emphases?

   b. Are there test items that measure what is not taught until later in the school experience?

   c. Are there major emphases for grade 8 and grade 10 that are not measured by this test?

2. How are the students performing? (Student Achievement)

   a. How well are the students doing statewide?

   b. Are there variations among subtest areas?

   c. Are variations what would have been expected? If so, why?

The subtest analyses include the following sections: Description of the Task, Student Performance, Implications and Recommendations. Because an item analysis is not provided, the subtest analysis for spelling will be limited.

D. General Summary of Performance

An analysis of the Grade 8 Total Reading group stanine results for the 1984 and 1985 administrations indicates that students in Hawaii are doing slightly better each year.

Although the percent of students in the below average range in the 1985 administration is slightly above the national norm population, the percent of students in the above average range is significantly below the national norm population.

An analysis of the Grade 10 Reading and English group stanine results for the 1984 and 1985 administrations indicates that students in Hawaii are doing slightly better each year. However, the group stanine results in the above average range indicate that students in Hawaii performed significantly below the national norm population in both 1984 and 1985.

		Below Average %	Average %	Above Average %
National		23	54	23
Hawaii 8th Graders				
Total Reading	1984	24	60	16
	1985	22	62	16
Hawaii 10th Graders				
Reading	1984	27	55	18
	1985	26	55	19
English	1984	26	59	15
	1985	25	60	15

II. GRADE 8 ADMINISTRATION

A. Overall Analysis

The Stanford Achievement Test, Advanced Level, includes four subtests related to the area of language arts: Vocabulary, Reading Comprehension, Spelling and Language.

1. Curriculum Validity

Curriculum validity was determined by comparing the test item objectives with the Grade 8 Performance Expectations (PEs) for Foundation Program Objective(FPO) I, Develop basic skills for learning and effective communication with others, and Foundation Program Objective IV, Develop independence in learning.

Analysis of the SAT indicates that the test is moderately effective in assessing the attainment of FPO I Grade 8 Performance Expectations for reading, writing and oral communication. The SAT is effective in assessing some skills of reading and somewhat effective in measuring certain writing skills, but does not address oral communication.

The test measures two of the four PEs for reading, one of the five for writing and none of the five for oral communication. Although the test is limited in measuring Grade 8 PEs, some of the test item objectives are related to PEs for earlier benchmark grades.

Since the PEs are broader statements of student performance in the language arts, it is difficult to match them with the more specific test item objectives. For example, the test item objectives for the Vocabulary subtest and some of the items in the Language subtest are not stated as PEs but are part of language arts instruction. The Grade 8 PEs for writing focus on writing for specific purposes and audiences. Skills in usage and conventions of writing which are tested in the SAT, are considered to be tertiary traits as opposed to primary and secondary traits of writing. The test is limited because it does not assess an actual writing sample.

The use of reference materials for independent study is part of language arts instruction. This is reflected in the Grade 8 PEs in cluster C of FPO IV, Develop independence in learning. Of the five PEs in cluster C, the test measures one PE relating to the use of a variety of sources to acquire information.

Because the results of the comparison between PEs and test item objectives indicate that the SAT is limited in measuring the PEs in certain areas, school plans for program improvement should include analysis of other types of student performance information along with the SAT data.

The SAT is administered to eighth grade students in the early fall of each school year, and therefore measures achievement up to the end of the seventh grade, and not eighth grade achievement.

2. Student Performance

A comparison of the 1984 and 1985 scores reveals the following:

a. Scaled Scores

Scaled scores have improved but not significantly in all subtests from 1984 to 1985. Scaled scores, which are based on the raw scores, enable the interpreter to compare from grade to grade, battery to battery and form to form, the scores within a single test area for a test series. Scaled scores are not comparable from one test area to another.

b. Stanine Distributions

1) For the Vocabulary subtest, the percent of students in the below average range decreased by 3% and in the above average range increased by 1% from 1984 to 1985. Although the percent of students in the below average range is close to the national norm, the percent of students in the above average range is significantly below the national norm.

2) For the Reading Comprehension subtest, the percent of students in the below average range decreased by 2% and in the above average range increased by 2% from 1984 to 1985. Although the percent of students in the below average range is equal to or above the national norm, the percent of students in the above average range is significantly below the national norm.

3) For the Spelling subtest, the percent of students in the below average range decreased by 1% and in the above average range remained the same from 1984 to 1985. Although the percent of students in the below average range is above the national norm, the percent of students in the above average range is only equal to the national norm.

4) For the Language subtest, the percent of students in the below average range decreased by 2% and in the above average range increased by 1% from 1984 to 1985. Although the percent of students in the below average range is equal to or above the national norm, the percent of students in the above average range is below the national norm.

c. Mean P-Values

An analysis of the mean p-values** indicates that the scores have gotten better over the two test administrations in the Reading Comprehension and Language subtests, but are still slightly lower than the national norms. The mean p-value gives the average percent of students answering correctly. Mean p-values are not given for Spelling or for Total Reading. A more detailed analysis of the mean p-values will be given in each subtest analysis.

	Stanine Distribution						Mean Scores				
National Norm		23%		54%		23%					
Subtests	Below Average '84	'85	Average '84	'85	Above Average '84	'85	Scaled Scores '84	'85	P-Values '84	'85	Nat'l
Vocabulary	27	24	55	57	18	19	181	182	50	50	53
Reading Comprehension	23*	21*	62	62	15	17	177	179	51	52	54
Spelling	21*	20*	56	57	23*	23*	182	184			
Language	23*	21*	58	59	19	20	179	182	52	53	55
TOTAL READING (Vocabulary and Reading Comprehension)	24	22*	60	62	16	16	176	180			

*Equal to or above the national norm.

Figure 1.

3. Implications

Because the percent of students in the above average range is below the national norms in the Vocabulary, Reading Comprehension and Language subtests, there is a need to work towards improvement in these areas. More emphasis is needed in instruction to address the needs of the students in the average and above average ranges.

The largest percent of students in the below average range is in the Vocabulary subtest, which suggests that there needs to be more emphasis on vocabulary development in all content areas.

**P-values of 4 or more percentage points difference from the national norm are considered to be significant.

The stanine distribution of scores for the Spelling subtest is above the national norm which suggests that students in Hawaii are performing comparably with students in the nation.

4. Recommendations

Strengthening vocabulary is still an area of critical need and should be emphasized in all content areas with concept development. An integrated approach in teaching language arts will help to strengthen all the subtest areas. Instruction should also focus on reasoning and critical thinking skills to increase reading comprehension.

B. Subtest Analysis

There are four subtests in the SAT that pertain to Language Arts: Vocabulary, Reading Comprehension, Spelling and Language. The sections of the subtest analysis are as follows:

- o Description of the Task

  This section includes a short description of the item groups and what students are asked to do.

- o Student Performance

  This section explains how students performed in this particular subtest as a whole and identifies areas of strengths and weaknesses in comparison to the national norms for the item group mean p-values.

- o Implications

  This section refers to what the review of the item group mean p-values suggests about student performance and instruction related to the item groups.

- o Recommendations

  This section presents efforts that could be made in program planning and instruction to improve student performance as tested in the particular item groups.

1. Vocabulary Subtest

a. Description of the Task

In the 50 items in the Vocabulary subtest, the student reads an incomplete statement and from a list of four, selects a word which best completes the sentence. The student must be able to comprehend the sentence and understand the meaning of the word choices to select the appropriate word.

Item Groups are:

Reading and Literature (16 items): The student selects the correct meaning of specific words encountered in the language arts activities of reading, oral language and listening.

Non-fiction and Reference (10 items): The student selects the proper meaning of specific words encountered in reference books and non-fictional language arts activities.

Mathematics and Science (9 items): The student selects the correct meaning of specific words encountered in books and activities related to mathematics and science.

Social Science (11 items): The student selects the proper meaning of specific words encountered in social science material.

Arts and Crafts (4 items): The student selects the proper meaning of specific words encountered in books and activities related to arts and crafts.

b. Student Performance

Figure 2 presents the local and national mean p-values for the item groups.

Mean p-value for the whole subtest was three points lower than the national norm.

In 1984 and 1985, the mean p-values were significantly lower than the national norms in the Non-fiction and Reference and Mathematics and Science item groups.

In 1984 and 1985, the mean p-value was slightly higher than the national norm in the Arts and Crafts item group. However, drawing a conclusion about student performance would be difficult because there are only four items in this group.

Item Groups	Mean P-values			Difference from the National Norm	
	National %	Local %			
		'84	'85	'84	'85
Reading and Literature	51	48	48	-3	-3
Nonfiction and Reference	51	46	46	-5	-5
Mathematics and Science	56	50	51	-6	-5
Social Science	58	57	57	-1	-1
Arts and Crafts	46	49	49	+3	+3
Whole Subtest	53	50	50	-3	-3

Figure 2.

c. Implications

Because none of the item group scores are significantly higher than the national norms, improvement is needed in the development of vocabulary acquisition skills and conceptual knowledge in all content areas.

d. Recommendations

Vocabulary development is most effectively taught by integrating it into content area instruction and not in isolation or as a separate body of information. Application of new vocabulary in activities that involve writing, oral communication and reading is essential to help students assimilate newly acquired vocabulary and comprehend what they read and hear more fully.

Three crucial areas in vocabulary development are:

1) Using the new words in listening, hearing, discussing, writing and reading activities.

2) Relating new vocabulary to ideas, concepts and experiences to provide a meaning base for remembering and using the new words.

3) Applying words in different contexts to increase the retention and conceptualization processes.

Instruction in vocabulary acquisition skills should address synonyms, antonyms, homonyms, prefix/suffix and root word meanings, analogies, the use of contextual clues, the use of the dictionary and thesaurus, and etymology.

2. Reading Comprehension Subtest

a. Description of the Task

The Reading Comprehension subtest contains 74 items which are distributed among five item groups. The student is required to read a passage and select answers which best complete statements about the passage. Of the twelve passages used in the test, seven are topics from social studies, three from science and two from literature, including one poem.

Item Groups are:

Global Meaning (10 items): The student is asked to identify the central idea or general topic of a passage, or to select a title which best reflects its general theme.

Explicit Meaning (20 items): The student is asked to identify an explicitly stated meaning from a passage.

Implicit Meaning (18 items): The student is asked to identify an implicitly stated meaning from a passage by making a deduction from facts in it or by recognizing information that has been presented in a different form of expression.

Meaning Determined by Context (12 items): The student applies contextual clues to express the meaning of a concept or word.

Inferential Meaning (14 items): The student is asked to draw a conclusion or inference that is not literally stated in the passage.

b. Student Performance

Figure 3 displays local and national mean p-values for the item groups.

The results show that in 1984 and 1985, the mean p-values were significantly lower than the national norms in the Meaning Determined by Context and Inferential Meaning item groups. However, there is a slight improvement in all areas from 1984 to 1985 as indicated by an increase in mean p-values.

Item Groups	Mean P-values			Difference from the National Norm	
	National %	Local %			
		'84	'85	'84	'85
Global Meaning	46	45	46	-1	0
Explicit Meaning	66	64	65	-2	-1
Implicit Meaning	60	57	58	-3	-2
Meaning Determined by Context	46	40	42	-6	-4
Inferential Meaning	43	37	38	-6	-5
Whole Subtest	54	51	52	-3	-2

Figure 3.

c. Implications

A trend of improvement is seen in all item groups. However, because scores for all item groups are at or lower than the national norms, continued attention is needed. Because the scores are significantly lower than the national norms in the Meaning Determined by Context and Inferential Meaning item groups, students need to improve in their higher level thinking skills.

d. Recommendations

To improve comprehension, especially at the implicit, contextual and inferential levels, students need to be provided with opportunities to read widely in all content areas and to be guided to comprehend beyond the literal level. This kind of reading experience will help students to strengthen their abilities to deal with the logic and organization of ideas and to understand concepts related to the various content areas.

Instructional efforts should integrate reading comprehension skills with content area concept learning in all subject areas. An instructional focus on developing higher thinking skills, such as analysis and synthesis, is necessary since these thinking processes are basic to inferential, contextual and implicit comprehension tasks.

3. Spelling Subtest

a. Description of the Task

In each of the 60 items, the student is presented with four choices and must select the word that is spelled incorrectly.

Item Groups are:

Homophones (10 items): The student identifies a homophone which is used incorrectly in the context of the phrase.

Phonics (24 items): The student identifies the incorrect spelling of or omission of a phonic element.

Word Building (26 items): The student identifies the incorrect spelling of words with suffixes and prefixes.

b. Student Performance

The stanine distribution of scores indicates that grade 8 students are performing above the national norm population. The scaled score has increased by two points from 1984 to 1985. Mean p-values are not given for this subtest.

c. Implications

The results suggest that adequate instruction and attention are given to spelling.

d. Recommendations

Present instruction in spelling should continue.

4. Language Subtest

a. Description of the Task

The Language subtest, consisting of 78 items, is divided into three parts.

Part A. Conventions (31 items): The student is presented with incomplete sentences and must choose from among four options to complete the sentence. The student is asked to select the response that demonstrates acceptable use of capitalization, punctuation and grammar usage. Some items may test for a combination of these.

Item Groups are:

Capitalization (12 items): The student recognizes the capitalization convention for titles, proper nouns and quotations.

Punctuation (14 items): The student recognizes the punctuation convention for commas and quotation marks.

Grammar Usage (12 items): The student recognizes the usage convention for verbs, pronouns, adjectives, articles and nouns.

Part B. Distinguishing Fragments, Sentences and Run-on Sentences (21 items): The student identifies complete sentences, run-on sentences and incomplete sentences.

Item Groups are:

Identifying Complete Sentences (11 items): The student indicates which group of words presented forms a complete sentence.

Identifying Run-on Sentences (4 items): The student indicates which group of words presented forms two or more sentences.

Identifying Incomplete Sentences (6 items): The student indicates which group of words presented is not a complete sentence.

Part C. English Skills (26 items): The student responds to items which measure a variety of skills.

Item Groups are:

Dictionary Skills (8 items): The student uses a sample dictionary entry to determine appropriate meanings of words in a given context, to determine pronunciation of words and to identify guide words.

Using a Pronunciation Guide (7 items): The student uses a pronunciation guide to determine vowel sounds in words, the number of syllables in words and pronunciation of words.

Grammar (11 items): The student chooses appropriate reference sources, identifies literary concepts, determines the use and meaning of morphemes, responds to questions about grammar (modals, determiners, proper/improper, numbers and gender) and determines meanings of words and sentences. This item group is misleading because only three of the eleven items refer to grammar.

b. Student Performance

Figure 4 below presents local and national mean p-values for the item groups.

Mean p-value for the whole subtest was slightly lower than the national norm.

In 1984, the mean p-values were significantly lower than the national norms in the Identifying Complete Sentences, Identifying Incomplete Sentences and Grammar item groups.

In 1985, the mean p-value was significantly lower than the national norm in only the Grammar item group.

In both years, the mean p-value was higher than the national norm in the Capitalization item group.

Item Groups	Mean P-values			Difference from the National Norm	
	National %	Local %			
		'84	'85	'84	'85
Conventions					
Capitalization	62	64	64	+2	+2
Punctuation	52	51	51	-1	-1
Usage	49	48	48	-1	-1
Distinguishing Fragments					
Identifying Complete Sentences	59	55	56	-4	-3
Identifying Run-on Sentences	53	53	53	0	0
Identifying Incomplete Sentences	50	46	47	-4	-3
English Skills					
Dictionary Skills	47	45	47	-2	0
Using a Pronunciation Guide	52	51	51	-1	-1
Grammar	58	53	54	-5	-4
Whole Subtest	55	52	53	-3	-2

Figure 4.

c. Implications

The results suggest that students need to improve in their use of language skills, especially in organizing and transmitting ideas. Student performance indicates a need for applying specific skills in meaningful contexts.

d. Recommendations

Integration of skills can be accomplished through increased class discussion, interaction or direct instruction in skills in the revising and editing stages of the total writing process. Instruction in writing, reading and oral communication for functional purposes, particularly in the subject areas, should be increased.

III. GRADE 10 ADMINISTRATION

A. Overall Analysis

The TASK includes two subtests related to the area of language arts: Reading and English.

1. Curriculum Validity

Curriculum validity was determined by comparing the test item objectives with the Grade 10 Performance Expectations (PEs) for Foundation Program Objective (FPO) I, Develop basic skills for learning and effective communication with others.

Analysis of the TASK indicates that the test is moderately effective in assessing the attainment of the FPO I Grade 10 Performance Expectations for reading, writing and oral communication. The TASK is very effective in assessing skills of reading and somewhat effective in measuring certain writing skills, but does not address oral communication.

The test measures all three PEs for reading, two of the five for writing and none of the five for oral communication. Although the test is limited in measuring Grade 10 PEs, some of the test item objectives are related to PEs for earlier benchmark grades for FPO I and FPO IV, Develop independence in learning.

Since the PEs are broader statements of student performance in the language arts, it is difficult to match them with the more specific test item objectives. For example, the test item objectives for the Reading subtest and some of the items in the English subtest are not stated as PEs but are part of language arts instruction. The grade 10 PEs for writing focus on writing for specific purposes and audiences. Skills in usage and conventions of writing which are tested in the TASK, are considered to be tertiary traits as opposed to primary and secondary traits of writing. The test is limited because it does not assess an actual writing sample.

Because the results of the comparison between PEs and test item objectives indicate that the TASK is limited in measuring the PEs in certain areas, school plans for program improvement should include analysis of other types of student performance information along with the SAT data.

The TASK is administered to tenth grade students in the early fall of each school year, and therefore measures achievement up to the end of the ninth grade, and not tenth grade achievement.

2. Student Performance

A comparison of the 1984 and 1985 scores reveals the following:

a. Scaled Scores

Scaled scores have improved by one point from 1984 to 1985 in both the Reading and English subtests. Scaled scores, which are based on the raw scores, enable the interpreter to compare from grade to grade, battery to battery, and form to form, the scores within a single test area for a test series. Scaled scores are not comparable from one test area to another.

b. Stanine Distributions

1) For the Reading subtest, the percent of students in the below average range decreased by 1% and in the above average range increased by 1% from 1984 to 1985. Although the percent of students in the below average range is close to the national norm, the percent of students in the above average range is significantly below the national norm.

2) For the English subtest, the percent of students in the below average range decreased by 1% and in the above average range remained the same from 1984 to 1985. Although the percent of students in the below average range is close to the national norm, the percent of students in the above average range is significantly below the national norm.

c. Mean P-Values

An analysis of the mean p-values* indicates that the scores remained about the same in Reading and in English in 1985. The mean p-value gives the average percent of students answering correctly. A more detailed analysis of the mean p-values will be given in each subtest analysis.

*P-values of 4 or more percentage points difference from the national norm are considered to be significant.

	Stanine Distribution						Mean Scores				
National Norm	23%		54%		23%						
Subtests	Below Average '84	'85	Average '84	'85	Above Average '84	'85	Scaled Scores '84	'85	P-Values '84	'85	Nat'l
Reading	27	26	55	55	18	19	186	187	67	67	70
English	26	25	59	60	15	15	193	194	71	72	74

Figure 1.

3. Implications

Because students performed below the national norms in Reading and English, there is a need to work towards improvement in all areas. Although the percent of students in the below average range in Reading and English has decreased and is getting closer to the national norms, the percent of students in the above average range in Reading and English is substantially below the national norms. Because of the limited growth in the above average range, more emphasis is needed in instruction to address the needs of the students in the average and above average ranges.

4. Recommendations

An integrated approach in teaching the language arts should help to strengthen both reading and English instruction. In addition, instruction should focus on reasoning and critical thinking skills to improve reading comprehension and the use of English skills in the speaking and writing process. Students should be provided with a variety of reading experiences and be guided to improve comprehension and expand vocabulary. Furthermore, the use of speaking and writing activities to express what is learned in all content areas will facilitate the building of thinking skills and the use of newly learned vocabulary.

B. Subtest Analysis

The TASK assesses the attainment of basic skills in the upper grade levels. There are two subtests that pertain to language arts: Reading and English. The sections of the subtest analysis are as follows:

- o Description of the Task

  This section includes a short description of the item groups and what students are asked to do.

- o Student Performance

  This section explains how students performed in this particular subtest as a whole and identifies areas of strengths and weaknesses in comparison to the national norms for the item group mean p-values.

- o Implications

  This section refers to what the review of the item group mean p-values suggests about student performance and instruction related to the item groups.

- o Recommendations

  This section presents efforts that could be made in program planning and instruction to improve student performance as tested in the particular item groups.

1. Reading Subtest

a. Description of the Task

The Reading subtest, consisting of 78 items, is divided into two parts:

Part A. (51 items): The student is required to read a passage and select answers which best complete statements about the passage. Nine of the 51 items require the student to read an incomplete passage and select appropriate words to complete the passage. Of the ten passages used in the test, four are topics from social studies, four from literature and two from science.

Part B. (27 items) : The student matches a word with one of five words that has some relationship to it (part to whole or whole to part, specific to general or general to specific, etc.).

Item Groups are:

Global Meaning (6 items): The student determines the general topic, the main idea, the author's intent, attitude or style, or the best title for an entire selection. This category relates to the passage as a whole not merely one of its parts.

Explicit Meaning (18 items): The student identifies explicit detail from reading a passage, or conversely, the student identifies a situation in which a specific detail is not mentioned in the passage.

Implicit Meaning (11 items): The student identifies details essentially contained in the passage but not specifically expressed.

Meaning Determined by Context (1 item): The student applies contextual clues to correctly identify word meanings or phrases which appear in the passage.

Inferential Meaning (6 items): The student makes inferences or judgments or draws conclusions from portions of the passage. He/she must occasionally relate what he/she reads to his/her own previously acquired knowledge.

Meaning from Context in a Modified Cloze Technique (9 items): The student completes (brings to closure) the missing portions of several sentences in the paragraph by supplying meaningful words or phrases which he/she determines from the general context of the selection or by inference.

Word Meaning (27 items): The student matches a stimulus word with one of five other words which has some relationship to it.

b. Student Performance

Figure 2 presents the local and national mean p-values for the item groups.

Mean p-value for the whole subtest was three points lower than the national norm.

In 1984, the mean p-values were significantly lower than the national norms in the Global Meaning, Implicit Meaning, Inferential Meaning and Word Meaning item groups.

In 1985, the mean p-value was significantly lower than the national norm in only the Word Meaning item group. However, for the entire subtest, the total remained the same from 1984 to 1985 because of slight decreases in mean p-values for other item groups.

Item Groups	Mean P-Values			Difference from National	
	Nat'l	'84	'85	'84	'85
Global Meaning	56	51	53	-5	-3
Explicit Meaning	78	79	79	+1	+1
Implicit Meaning	72	68	69	-4	-3
Mean. Det. by Context	76	79	78	+3	+2
Inferential Meaning	66	60	63	-6	-3
Context/Cloze	67	65	66	-2	-1
Word Meaning	69	64	64	-5	-5
Whole Subtest	70	67	67	-3	-3

Figure 2.

c. Implications

Although student performance has improved from 1984 to 1985 in the item groups that require higher level thinking skills, it is still lower than the national norms and the following should be considered as areas of need: Global Meaning, Implicit Meaning and Inferential Meaning item groups.

Word Meaning was the lowest Item Group in 1984 and 1985 and is significantly lower than the national norm. This suggests that instruction needs to focus on developing associational skills and conceptual knowledge in all content areas.

d. Recommendations

Efforts should continue in guiding students to read and comprehend beyond the literal level. If questioning strategies in instructional materials are limited to the literal level, the teacher should develop supplementary questions which address higher thinking levels: convergent, divergent and evaluative. Oral discussion and teacher cueing as pre- and post-reading activities also build reasoning and critical thinking skills. In addition, emphasizing the composing process in writing and the development and expression of ideas for various purposes will strengthen the students' abilities to critically analyze what they read and write.

To broaden vocabulary, reading widely in all content areas should be encouraged. In addition, teachers can help students to link vocabulary to learned concepts in all classes. Strategies to determine meaning of unknown or unfamiliar words should include the use of context, structural analysis and etymology.

2. English Subtest

a. Description of the Task

The English subtest, consisting of 69 items, is divided into five parts.

Part A. Learning Skills (15 items): The student demonstrates knowledge of dictionary use by identifying sounds in words, using suffixes and prefixes, and identifying information contained in a dictionary. He/she also demonstrates knowledge of the best reference resources for a given situation and the appropriate uses of slang and phrases.

Item Groups are:

Dictionary Usage (8 items): The student demonstrates knowledge of dictionary usage by identifying information in a dictionary, sounds in words, word forms and symbols for sounds in words.

Reference Sources (2 items): The student demonstrates knowledge of reference sources by identifying sources for vocabulary development and articles in periodicals.

Use and Structure (5 items): The student demonstrates knowledge of the use and structure of English by identifying appropriate use of slang and formal speech, central ideas and action words in a sentence.

Part B. Usage Conventions (21 items): The student is presented with three paragraphs containing underlined words and phrases. The student is asked to determine if the underlined section has a grammar error, punctuation error, capitalization error or no error.

Item Groups are:

Capitalization (4 items): The student recognizes the capitalization convention for a season and common nouns.

Punctuation (6 items): The student recognizes the punctuation convention for colons, commas and apostrophes.

27

Usage Conventions (11 items): The student recognizes the usage convention for prepositions, verbs, adjectives, adverbs and noun/pronoun agreement.

Part C. Spelling (15 items): The student is given four words for each item and is asked to determine the number of words spelled correctly. Errors usually involve sound-letter or structural errors.

Part D. Sentence Sensitivity (6 items): The student chooses the sentence structure that best expresses an idea. Sentences are compound or complex and are punctuated differently.

Part E. Paragraph Arrangement (12 items): The student is presented with four sentences and is asked to arrange each group into a well-organized paragraph. There are three paragraphs with four sentences in each which need to be sequenced as first, second, third and fourth sentences in the paragraph.

b. Student Performance

Figure 3 presents local and national p-values for the item groups.

Mean p-value for the whole subtest was slightly lower than the national norm.

In 1984, the mean p-values were significantly lower than the national norms in the Dictionary Usage, Punctuation, Usage Conventions and Paragraph Arrangement item groups.

In 1985, the mean p-values were significantly lower than the national norms in the Dictionary Usage and Usage Conventions item groups.

In both years, students in Hawaii scored at or higher than the national norms in the Use and Structure, Capitalization and Spelling item groups.

Item Groups	Mean P-Values			Difference from Nat'l	
	Nat'l	'84	'85	'84	'85
Learning Skills:					
Dictionary Usage	75	68	68	-7	-7
Reference Resources	56	53	54	-3	-2
Use and Structure	78	79	79	+1	+1
Usage Conventions:					
Capitalization	70	72	73	+2	+3
Punctuation	69	65	66	-4	-3
Usage Conventions	71	66	67	-5	-4
Spelling	74	74	75	0	+1
Sentence Sensitivity	81	78	78	-3	-3
Paragraph Arrangement	77	73	74	-4	-3
Whole Subtest	74	71	72	-3	-2

Figure 3.

c. Implications

The results suggest that students need to improve English skills especially in organizing and transmitting ideas. Performance in Dictionary Usage is weak; however seven of the eight items test word analysis which is usually not taught in the secondary language arts program. Student performance indicates a need for integration of specific skills instruction in a meaningful manner.

d. Recommendations

Integration of skills can be accomplished through increased class discussion and interaction, or direct instruction in skills in the revising and editing stages of the writing process. Instruction in writing, reading and oral communication for functional purposes, particularly in the content areas, should be increased.

APPENDICES

Appendix A
Grade 8
Test Item Matches for Vocabulary Subtest

Item No.	Test Item Objectives	Performance Expectations
		Note: Word meaning is not a direct match but is subsumed within the broader Performance Expectations. (Items 1-50)
2 4 5 13 14 16 21 32 36 38 39 40 43 46 47 50	Selects the correct meaning of specific words encountered in the language arts activities of reading, oral language, and listening.	No match.
8 15 20 24 25 29 34 35 42 48	Selects the proper meaning of specific words encountered in reference books and non-fictional language arts activities.	No match.
1 9 11 12 30 31 33 44 49	Selects the correct meaning of specific words encountered in books and activities related to mathematics and science.	No match.

Appendix A
Grade 8
Test Item Matches for Vocabulary Subtest

Item No.	Test Item Objectives	Performance Expectations
3 6 7 10 17 18 22 27 28 37 41	Selects the proper meaning of specific words encountered in social science material.	No match.
19 23 26 45	Selects the proper meaning of specific words encountered in books and activities related to arts and crafts.	No match.

Appendix B
Grade 8
Test Item Matches for Reading Comprehension Subtest

Item No.	Test Item Objective	Performance Expectations
11 12 17 37 45 54 56 60 64 74	Global Meaning: Selects the central idea or general topic of a passage, or selects a title which best reflects its general theme.	Reads an article or part of a subject area text and formulates a hypothesis, assumption, or conclusion.
1 3 4 5 8 9 13 15 18 19 20 30 32 33 34 39 47 57 68 73	Explicit Meaning: Selects an explicitly stated meaning from a passage.	Reads a new article, relates the important details, and arrives at implications.
2 7 10 14 16 21 24 26 31 41 42 43 44 59 62	Implicit Meaning: Selects an implicitly stated meaning from a passage by making a deduction from facts in it or by recognizing information that has been presented in a different form of expression.	Reads an article or part of a subject area text and formulates a hypothesis, assumption, or conclusion.

Appendix B
Grade 8
Test Item Matches for Reading Comprehension Subtest

Item No.	Test Item Objective	Performance Expectations
70 71 72 25 28 35 36 38 48 50 52 53 65 67 69	Meaning Determined by Context: Applies contextual clues to express the meaning of a concept or a word.	Reads an article or part of a subject area text and formulates a hypothesis, assumption, or conclusion.
6 22 23 27 29 40 46 49 51 55 58 61 63 66	Inferential Meaning: Draws a conclusion or inference that is not literally stated in the passage.	Reads an article or part of a subject area text and formulates a hypothesis, assumption, or conclusion.

Appendix C
Grade 8
Test Item Matches for Spelling Subtest

Item No.	Test Item Objectives	Performance Expectations
		Uses words, sentence patterns and the conventions of written language appropriately. (Items 1-60)
1 2 3 4 5 6 7 8 9 10	Homophones: Selects a homophone which is used correctly in the context of the phrase.	
11 13 15 17 19 21 23 25 27 29 30 31 35 39 41 43 45 47 49 51 53 55 57 59	Phonics: Selects the incorrect spelling of or omission of a phonic element.	

Appendix C
Grade 8
Test Item Matches for Spelling Subtest

Item No.	Test Item Objectives	Performance Expectations
12	Word Building: Selects the incorrect spelling of words with suffixes and prefixes.	
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Appendix D
Grade 8
Test Item Matches for Language Subtest

Item No.	Test Item Objectives	Performance Expectations
		Uses words, sentence patterns and the conventions of written language appropriately. (Items 1-53)
2 5 6 7 8 12 17 19 23 24 27 28	Capitalization: Selects the correct capitalization convention.	
1 2 3 4 6 7 8 10 11 12 13 18 21 28	Punctuation: Selects the correct punctuation convention.	
9 13 14 15 16 20 22 25 26 29 30 31	Usage: Selects the correct usage convention.	

Appendix D
Grade 8
Test Item Matches for Language Subtest

Item No.	Test Item Objectives	Performance Expectations
32 33 36 38 39 43 44 45 46 47 52 53	Identifying Complete Sentences: Indicates that the group of words presented forms one complete sentence.	
35 40 49 50	Identifying Run-on Sentences: Indicates that the group of words presented forms two or more sentences.	
34 37 41 42 48 51	Identifying Incomplete Sentences: Indicates that the group of words presented is not a complete sentence.	
54 55 56 57 58 59 60 61 62 63 64 65 66 67 68	Uses a sample dictionary entry. Uses a pronunciation guide.	Uses a variety of sources (e.g. library, informed people, private and public agencies) to acquire information, icluding retrieval of alphabetically stored and numerically stored information (FPO IV: Develop Independence in Learning). (Items 54-70)
69 70	Selects the appropriate reference resource.	
71	Identifies a literary concept.	No match.

Appendix D
Grade 8
Test Item Matches for Language Subtest

Item No.	Test Item Objectives	Performance Expectations
72 73 74 75 76 77 78 79	Responds to questions about grammar (modals, determiners, proper/improper, number and gender) and determines meaning of words and sentences.	Uses words, sentence patterns and the conventions of written language appropriately. (Items 72-79)

Appendix E
Grade 8
Performance Expectations Not Addressed

Oral Communication

- o Communicates effectively in conversation with others, in classroom discussions, and in small group interactions.
- o Adapts speech to informal and formal situations within the experiences of the student.
- o Contributes to the completion of a prescribed task through the use of group discussion.
- o Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.
- o Identifies and solves a problem through the use of group discussion.

Reading

- o Reads and explains maps, charts, graphs, tables, and illustrations.

Writing

- o Writes letters for various purposes and audiences.
- o Writes a composition giving information and/or expressing opinions or feelings using supporting details.
- o Writes a composition to promote ideas using relevant supporting details.
- o Presents ideas in writing in an orderly manner.

Appendix F
Grade 10
Test Item Matches for Reading Subtest

Item No.	Test Item Objectives	Performance Expectations
15 21 27 34 39 40	Global Meaning: Selects central idea or general topic of passage or selects title which best reflects its general theme.	Reads several related articles or selections and generalizes one idea which is common to all.
1 2 3 4 5 6 7 11 12 16 22 23 26 29 30 31 33 36	Explicit Meaning: Selects explicitly stated meaning from passage.	Reads a news article, relates the important details and arrives at implications.
8 9 14 18 20 24 25 32 35 38 41	Implicit Meaning: Selects implicit meaning from passage by making deduction from facts or recognizing information in different form.	Reads an article or part of a subject area text and analyzes points of view, purposes, and biases.
13	Meaning Determined by Context: Applies contextual clues to express meaning of concept or word.	Reads a news article, relates the important details, and arrives at implications.

Appendix F
Grade 10
Test Item Matches for Reading Subtest

Item No.	Test Item Objectives	Performance Expectations
10 17 19 28 37 42	Inferential Meaning: Draws inference or conclusion from passage.	Reads a news article, relates the important details, and arrives at implications.
43 44 45 46 47 48 49 50 51	Meaning from Context in a Modified Cloze Technique: Completes missing portions of several sentences by supplying meaningful words or phrases.	No match.
52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78	Word Meaning: Matches stimulus word with one of five other words which has some relationship to it.	No match.

Appendix G
Grade 10
Test Item Matches for English Subtest

Item No.	Test Item Objectives	Performance Expectations
2 3 5 7 8 9 13 15	Dictionary Usage: Identifies sounds in words, uses suffixes and prefixes and identifies information contained in a dictionary.	No match.
6 14	Reference Sources: Identifies sources for vocabulary development and articles in periodicals.	No match.
1 4 10 11 12	Use and Structure: Identifies appropriate use of slang and formal speech, central ideas and action words in a sentence.	No match.
16 22 23 24	Capitalization: Selects the capitalization conventions.	Uses words, sentence patterns and the conventions of written language appropriately. (Items 16-57)
18 20 26 27 32 35	Punctuation: Selects the punctuation conventions.	
17 19 21 24 25 28 29 30 31 33 36	Usage Conventions: Selects the usage conventions.	

Appendix G
Grade 10
Test Item Matches for English Subtest

Item No.	Test Item Objectives	Performance Expectations
37 38 39 40 41 42 43 44 45 46 47 48 49 50 51	Spelling: Distinguishes between correctly and incorrectly spelled words	
52 53 54 55 56 57	Sentence Sensitivity: Selects effective sentence structure that expresses idea clearly.	
58 59 60 61 62 63 64 65 66 67 68 69	Paragraph Arrangement: Arranges four sentences to form a well organized paragraph.	Presents ideas in writing in an orderly manner. (Items 58-69)

Appendix H
Grade 10 Performance Expectations Not Addressed

Oral Communication

- Adapts speech to informal and formal situations within the experience of the student.
- Contributes to the completion of a prescribed task through the use of group discussion.
- Evaluates effectiveness of oral communication through appropriate feedback and modifies message.
- Identifies and solves a problem through the use of group discussion.
- Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details, and non-verbal modes.

Writing

- Writes letters for various purposes and audiences.
- Writes a composition giving information and/or expressing opinions or feelings using supporting details.
- Writes a composition to promote ideas using relevant supporting details.